

Using Assessment Data



Questions to Address

- **Why should we use assessment data in first grade?**
- **What kind of data should we use in first grade?**
- **How should we assess and use data in first grade?**
- **Am I using data effectively?**
- **What are my next steps?**

Video: Using Assessment Data



As you watch the video, take notes related to each of the following questions:

- **How often do the teachers discuss collecting and using assessment data?**
- **What tools do the teachers use to analyze the data?**
- **What do the teachers talk about using the data for? How does it affect their instruction?**



Why Should We Use Data?

Effective teachers “question themselves, they worry about which students are not making progress, they seek evidence of successes and gaps, and they seek help when they need it in their teaching.”

— Hattie, 2012, p. 11



Systematic Use of Data

- **Allows for comparisons across students, classrooms, and schools**
- **Allows teachers to design more effective instruction**
- **Supports teachers in differentiating instruction**
- **Improves student achievement**



Systematic Use of Data (cont.)

- **Allows educators to track student progress across time**
- **Helps teachers communicate with students and parents about progress**
- **Helps students take responsibility for their learning and progress**




Using Data to Differentiate

- **Modeling more examples**
- **Scaffolding more extensively**
- **Allowing for extended practice opportunities**
- **Providing immediate, corrective feedback related to the task, process, or strategies used**
- **Using various grouping formats**



Instructional Grouping

- 
- **Teacher-led small groups**
 - **Heterogeneous, cooperative small groups (e.g., centers)**
 - **Partners**
 - **Independent practice**

Video: Instructional Grouping



As you watch the video, take notes related to each of the following questions:

- **Which grouping formats do the teachers use?**
- **What kinds of tools and methods do the teachers use for classroom management?**
- **What kinds of activities do students participate in across the different grouping formats?**



Teacher-Led Small Groups

- **Target specific student needs:**
 - **Students who struggle with a skill or concept**
 - **Students who need enrichment to move beyond grade level**
 - **Students who require more language support**
- **Allow teachers to provide the following:**
 - **More modeling**
 - **More extensive scaffolding**
 - **Extended practice opportunities**
 - **Immediate feedback**



Small Groups



- On Handout 2, what do you notice about the skills that the teacher is working on in each of the groups? What do you think about her plan?
- What do you notice about the time she plans to spend with each group? What do you think about this schedule?
- Is there anything you might do differently based on the limited information you have about these students?



Heterogeneous, Cooperative Small Groups and Partners

- **Provide extended practice opportunities of previously taught skills with support from peers**
- **Give students the chance to scaffold and model strategies for one another**
- **Provide time for students to discuss strategies, thinking, and learning processes**
- **Foster oral language development, especially with academic language**



Grouping: Lesson Plan



- **On Handout 3, what do you notice about the small-group lessons? How do they change from group to group?**
- **What do you notice about the partner work versus center work versus independent work?**
- **Why did the teacher write how much time he thinks the partner, center, and independent work will take? Why might this be important to consider?**



Center Planning Form



- **Objective and activity**
- **Differentiating to meet students' needs**
- **Student interaction**
- **Choice**
- **Student accountability (evidence of practice and learning)**



Partnering Students



- On Handout 5, why did the teacher divide the list in half (in Step 2) and move the halves next to each other (in Step 3)?
- Read Step 5. Do the teacher's decisions make sense? Why or why not?
- This example uses oral reading fluency data. What other kinds of data could you use to partner students?



Independent Practice

- **Should be provided after students demonstrate mastery in cooperative groups or with partners**
- **Allows teacher to assess student mastery of skills and concepts**
- **Helps students develop fluency and practice to automaticity**
- **Provides data related to student learning and progress, which can inform instructional adaptations and decisions**



What Data Should We Use?



- **Phonemic awareness**
- **Rapid automatic naming (RAN)**
- **Letter-name and letter-sound knowledge**
- **Decoding and encoding**
- **Sight-word knowledge**
- **Oral reading fluency**
- **Vocabulary and oral language**
- **Listening/reading comprehension**



Phonemic Awareness



- What is the first sound in *map*?
- /b/ /a/ /g/—what's the word?
- Tell me the sounds in *tent*.
- Say *his*. Now, say *his* without the /h/.
- Say *fright*. Now, say *fright* without the /t/.
- Say *sink*. Now, say *sink* without the /ng/.



- **RAN includes naming of objects, colors, digits, or letters.**
- **Items are randomly organized on a page.**
- **Student is given a specific amount of time to name as many items as possible (usually a minute).**



Letter Names and Letter-Sound Knowledge



- **Given a list of letters, the student says letter names and letter sounds.**
- **Orally presented with a letter name or letter sound, the student writes the matching letter.**
- **These assessments can be timed or untimed.**



Decoding and Encoding



- **Decoding:**
 - **Student is given a list of nonsense, or make-believe, words to read.**
 - **Assessment can be timed or untimed.**
- **Encoding:**
 - **Student is given words to spell with orthographic patterns that will be taught across the year.**
 - **The teacher examines spelling errors.**



Sight-Word Knowledge



- **Student is given a list of words and is asked to read them.**
- **Word list may be high-frequency words or words increasing in difficulty.**
- **Assessment can be timed or untimed.**



Oral Reading Fluency

- **Student reads a grade-level text while being timed (usually for a minute).**
- **Teacher follows along marking words either misread or skipped.**
- **Scores include the following:**
 - **Accuracy: Percentage of words read correctly out of total words read**
 - **Fluency: Words correct per minute**
- **Additional data come from analyzing a student's miscues, evaluating phrasing, and listening for prosodic elements.**



Vocabulary



- **Receptive vocabulary:** Given a word, identify a picture (usually out of four) that matches it.
- **Expressive vocabulary:**
 - Name a picture of a person, object, or action.
 - Give the definition of a word.
- **Relational vocabulary:** Tell how two or three words are alike.
- **General vocabulary:**
 - Give a synonym or antonym for a word.
 - Use a given word in a sentence.
 - Orally fill in the blank in a sentence.



- **Sentence level:**
 - **Sentence memory:** Repeat sentences of increasing length.
 - **Sentence grammar:** Identify whether a sentence is spoken correctly.
 - **Sentence meaning:** Decide whether two spoken sentences have the same meaning.
- **Discourse level:** Given a spoken statement or question, point to a part of a picture or one of four pictures.



Listening/Reading Comprehension



After listening to a text being read or reading a text, a student does one of the following:

- **Orally answers open-ended questions related to the text**
- **Retells what happened in the text**



How Should We Assess?

- **Assess across different literacy areas, including the following:**
 - **Phonemic awareness**
 - **Letter knowledge, decoding, and encoding**
 - **Oral reading fluency**
 - **Vocabulary, oral language, and listening/reading comprehension**
- **Use reliable, valid assessments, including the following:**
 - **Universal screening and benchmark measures**
 - **Diagnostic measures**
 - **Progress-monitoring measures**



Universal Screening and Benchmark Measures

- **Are quick to administer**
- **Are used with ALL students three to four times a year**
- **Assess grade-level performance**
- **Identify students on grade level and students at risk**



How Should We Use These Data?

- **To examine whole-class needs**
- **To group students for targeted small-group instruction**
- **To examine individual students' strengths and needs**

Screening Data: Modeling

Class I

Student	ELL?	Sp. Ed.?	Decoding		Oral Reading Fluency		Reading Comprehension	
			BOY	MOY	BOY	MOY	BOY	MOY
Jessica	N	N	I	S	S	B	I	S
Marta	Y	N	I	B	I	S	I	S
Zoe	N	Y	I	I	S	S	I	B
Aiden	N	N	S	I	B	B	B	B
Sebastian	Y	N	S	S	S	B	I	I
Noel	Y	N	I	S	B	B	S	S
Josaiiah	N	N	S	B	B	B	B	B
Jaiden	N	Y	S	B	B	B	B	B
Zach	N	N	B	B	S	B	B	S
Karla	Y	N	I	S	I	S	I	I
Enrique	N	N	B	B	B	B	I	I
Emma	N	N	I	S	I	I	S	B
Lucas	Y	N	S	I	S	S	S	S
Jackson	N	Y	I	B	I	S	B	B
Oliver	N	N	B	B	S	B	S	S
Sofia	Y	N	I	I	I	S	I	I
Hannah	N	N	I	B	B	B	B	B
Carlos	N	N	I	S	I	I	B	B
Tristan	Y	N	S	I	S	S	I	S
Santiago	N	N	S	B	B	B	S	S

Screening Data: Practice



Class 2

Student	ELL?	Sp. Ed.?	Decoding		Oral Reading Fluency		Reading Comprehension	
			BOY	MOY	BOY	MOY	BOY	MOY
Freda	Y	N	S	B	B	B	I	S
Gabriel	N	N	B	B	B	B	B	B
Annella	N	N	I	B	S	B	I	I
Chance	N	N	B	B	I	B	S	S
Roshan	N	N	I	I	S	S	I	I
Arjun	Y	N	I	B	S	B	S	B
Kelsey	N	N	S	S	B	B	I	S
Prima	N	N	B	B	B	B	S	B
Alex	N	N	B	B	B	S	B	S
Erika	Y	N	B	B	S	B	S	S
Natalia	N	N	I	S	I	I	S	S
Ryan	N	N	S	S	S	S	I	B
Danika	Y	N	S	B	B	B	I	S
Makaila	N	Y	I	I	I	I	B	B
Preston	N	N	B	B	S	B	B	B
David	Y	N	S	B	B	B	S	S
Saul	N	N	B	B	S	S	B	S
Yahir	N	N	I	B	I	B	S	B
Rey	Y	N	I	S	I	B	I	I
Ashley	N	Y	S	B	B	B	I	I



Activity Wrap-Up



- **Why would you want to do an analysis like on the Student Movement chart?**
- **Did you find it difficult or easy to create instructional groups based on the data? Why?**
- **How often should you do this kind of data analysis and grouping? Why?**



Diagnostic Measures

- **Give more in-depth information about each student's needs**
- **Show individual learning gaps**
- **Help you set goals that are more student-specific**
- **Allow for more precisely targeted instruction**



How Should We Use These Data?

- **To identify specific student gaps**
- **To plan targeted instruction based on these gaps**
- **To set specific, achievable goals for individual students**

Diagnostic Data: Modeling



Student I

Phonemic Awareness (Blending)	
Heard	Response
/m/ /ō/ /p/	mop
/k/ /ē/	key
/s/ /t/ /ī/ /l/	till
/p/ /ū/ /m/ /p/	pup
/s/ /t/ /ā/ /m/ /p/	tap

Encoding (Spelling)	
Given	Response
lump	lup
shop	chop
trip	chrap
make	make
feed	fed
rain	rane
light	lite



Progress-Monitoring Measures

- **Are quick to administer**
- **Are used to monitor a student's growth in a specific area**
- **Assess grade-level and/or off-grade-level performance**
- **Provide data to adapt to and target students' learning strengths and needs**



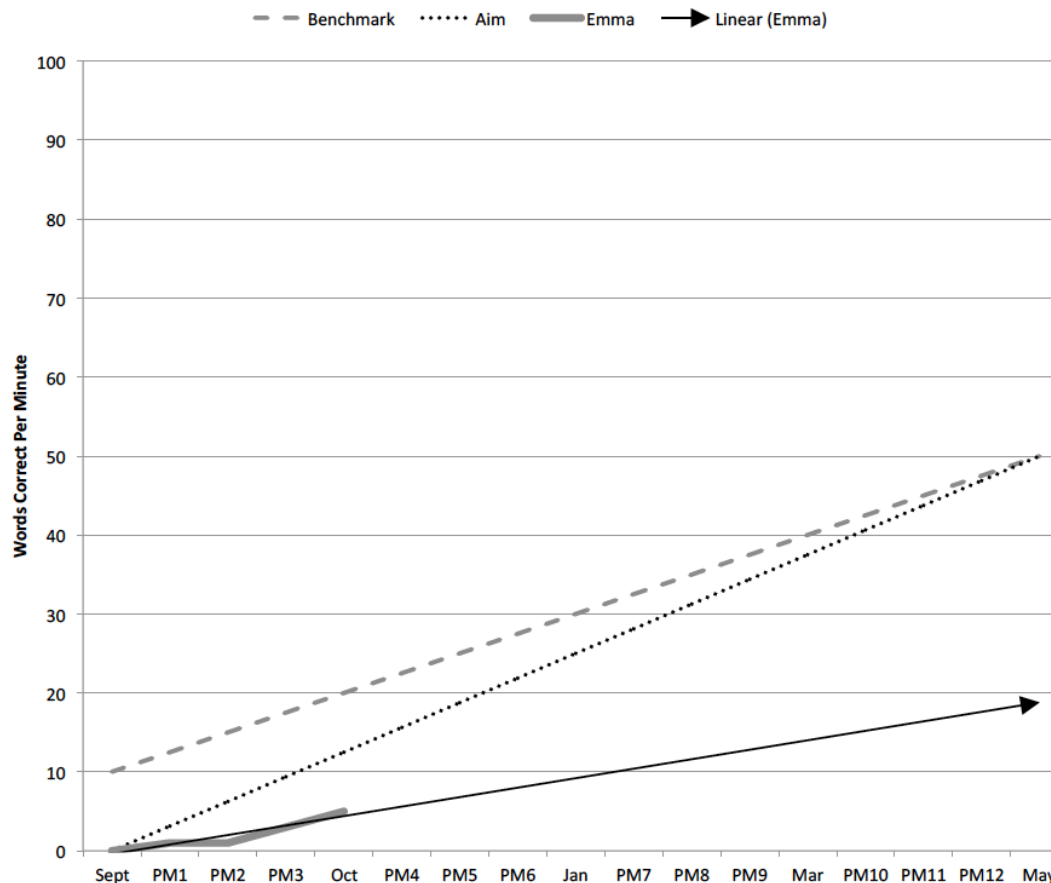
How Should We Use These Data?

- **To examine students' current level of performance**
- **To examine students' progress across time**
- **To gauge movement toward goals and grade-level expectations**
- **To adapt instruction based on performance level and improvement level**
- **To set new learning goals**

Progress-Monitoring Data: Modeling

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	10	12.5	15	17.5	20	22.5	25	27.5	30	32.5	35	37.5	40	42.5	45	47.5	50
Aim	0	3.125	6.25	9.375	12.5	15.63	18.75	21.88	25	28.13	31.25	34.38	37.5	40.63	43.75	46.88	50
Emma	0	1	1	3	5												

Emma's Screening and Progress Monitoring: Sight-Word Fluency





Graphing Progress-Monitoring Data

- Putting progress-monitoring data on a line graph helps you visualize a student's growth.
- It also helps you see whether instruction is truly accelerating learning.

Tool to track progress-monitoring data:

<http://buildingrti.utexas.org/documents/progress-monitoring-line-graph>



Assessing English Language Learners

- **Use assessments that are reliable and valid with this student population.**
- **Identify reading abilities initially in both the native language and in English.**
- **Identify language strengths and needs.**
- **Compare progress against “true peers.”**

Language Assessment Data



Class 1

Student	ELL?	Sp. Ed.?	TELPAS			
			Listening	Speaking	Reading	Writing
Marta	Y	N	Intermediate	Advanced	Intermediate	Intermediate
Sebastian	Y	N	Beginning	Intermediate	Advanced	Intermediate
Noel	Y	N	Intermediate	Intermediate	Advanced	Beginning
Karla	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Lucas	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Sofia	Y	N	Beginning	Beginning	Beginning	Beginning
Tristan	Y	N	Intermediate	Intermediate	Intermediate	Beginning

Class 2

Student	ELL?	Sp. Ed.?	TELPAS			
			Listening	Speaking	Reading	Writing
Freda	Y	N	Advanced	Intermediate	Advanced	Intermediate
Arjun	Y	N	Intermediate	Advanced	Advanced	Intermediate
Erika	Y	N	Intermediate	Advanced	Advanced	Beginning
Danika	Y	N	Advanced	Advanced	Advanced	Intermediate
David	Y	N	Intermediate	Intermediate	Intermediate	Intermediate
Rey	Y	N	Beginning	Intermediate	Intermediate	Beginning



How Are We Doing?



Reflect on your current use of assessment data:



- **Do you collect the right kinds of data?**
- **Do you use data for all of the purposes discussed in this session?**
- **Do you examine that data consistently?**
- **Do you make instructional decisions and adaptations based on your students' data?**



Next Steps



- **What can you do immediately to improve your use of assessment data?**
- **Using Handout 14, plan three next steps for using data more effectively.**





Wrap-Up

“If assessment is used for nothing more than sorting students, we will continue to achieve the results we have always gotten. These assessments are measures of our progress, too—but only if we choose to look closely at our impact.”

— Fisher, Frey, & Hattie, 2016, pp. 166-167



Carry It Through



Complete Handout 15 with your partner for today's sessions:

- **Vocabulary**
- **Reading Comprehension**
- **Writing**
- **Using Assessment Data**

Putting It All Together




LITERACY
ACHIEVEMENT ACADEMIES

First Grade



The Challenge

“Teaching reading really is rocket science.”

— Moats, 1999



Questions



How do I...



Questions



How do I...

- **fit it all in?**
- **meet the needs of each student?**
- **progress monitor and teach?**
- **keep all students engaged in appropriate activities?**
- **provide more intensive support?**
- **accelerate for some students and slow down for others?**



Objectives

- **Make connections to the content.**
- **Formulate a system.**
- **Use your teacher's edition as one tool and supplement.**
- **Modify instruction as needed to make it more**
 - **intense,**
 - **explicit,**
 - **systematic, and**
 - **inclusive of student practice opportunities.**



Weekly Literacy Schedule



- **Review Handout 1 with your partner.**
- **Examine your teacher's edition.**
- **What are the similarities and differences?**



Putting It Together

- **Plan to differentiate instruction.**
- **Integrate the features of effective instruction.**
- **Plan to cover the five components of research-based reading instruction.**
- **Add writing instruction.**



- **Review Carry It Through sheets.**
- **Highlight the following:**
 - **What you want to remember**
 - **What you want to continue to do**
- **Review notes on the following:**
 - **Differentiating instruction**
 - **Providing scaffolds**



Choose Lesson in Teacher's Edition



Based on
what you
know...

- **What can you use from your teacher's edition?**
- **What choices should you make?**
 - **Alternative ways for students to learn**
 - **Additional ways students can demonstrate what they have learned**



Review Directions and Questions



Discuss the questions on Handout 2.



Plan for Differentiated Instruction

Planning Differentiated Instruction: A Model

1. Write the student names and any relevant characteristics in the boxes. When planning, consider the needs of each student. These students represent the range of learners in your class.

Student 1: On Level	Student 2: In Need of Additional Support and Scaffolds	Student 3: English Language Learner	Student 4: Accelerated
Mary: Need to keep on task	Mark: Difficulty with phonological awareness. Will need help pronouncing words.	Eliza: Limited English.	Brad: Has extensive vocabulary. Challenge to use in more complex sentences.

2. Choose one area in which to plan a lesson.

Vocabulary

3. Plan how you will differentiate instruction for each of the students. Use Handout 2 to guide your work.

Skill Addressed	Ways to Differentiate Instruction			
	Whole Class	Students Struggling with Concept	English Language Learners	Accelerated Students
VOCABULARY: Students will be able to use high-utility words from the read-aloud: "educate," "impressed," and "timid"	Whole class repeats word Partners practice word Clap syllables in word Provide examples and nonexamples Act out the words Use pinch cards to indicate correct usage Use words in sentences	In a small group, provide more practice saying the words Provide more examples and nonexamples Have students tap the syllables on their arm	Provide cognate Show pictures Practice pronunciation Provide sentence stems	Use a variety of forms of the words (e.g., "educated," "timidity," "impressive") Have students create a short story to share using all the words



Modify Lesson in Teacher's Edition



For example:

- **Mark: pronunciation**
- **Eliza: *timid* – *tímido***



Partner Work Time



- 1. Review your notes.**
- 2. Consider your challenging student.**
- 3. Choose a lesson in your teacher's edition.**
- 4. Review the directions and questions (Handout 2).**
- 5. Plan for differentiation (Handout 3).**
- 6. Modify a lesson in your teacher's edition.**



Snowball Fight!

- **Write your most significant “ah-ha” on a piece of paper.**
- **Wad up the paper.**
- **Join the circle.**
- **Throw your wadded paper.**
- **Pick up a paper.**
- **Read the comment to the group.**